**CI 318 Analysis of Six Trait Writing Assessment**

Due December 5, 2010

150 points

**Timeline for completing assignment**

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| **Date** | **Tasks** |
| Oct. 1-29 | * Generate ideas for an authentic writing task that can be assessed using one or more the six traits. * Review chapter 7 (“Writing”) in *Developing Readers and Writers in the Content Areas K-12* (your CI 317 textbook). * Review the Six Traits documents available on Blackboard in this assignment folder. * Visit with your cooperating teacher about ideas for assessing an authentic student writing task using one or more of the six traits. |
| Nov. 1-19 | * You or your CT should assign and collect the writing task. * Independently assess the students’ work. |
| Nov. 22 Dec. 3 | * Access your cooperating teacher’s graded set of papers. * Compare your scores and student feedback with those of your cooperating teacher. * Draft and polish your analysis. |
| **Dec. 5** | **Analysis of Six Trait Writing Assessment Due – Read carefully.**   * Combine your analysis, writing assignment, and rubric/scoring guide into **one document** (.doc, .docx, or .rtf). * Name the document using the following format: Lastname\_Six-Trait. (So, mine would be Mason\_Six-Trait.) * Submit your analysis, writing assignment, and rubric/scoring guide **as** **one document** to [kmasonwsu@hotmail.com](mailto:kmasonwsu@hotmail.com) by 11:59 p.m. * In the **subject line of your e-mail**, type: Your last name, your first name – CI 318 – Assignment #3/Six Trait. * I will confirm receipt of your assignment via e-mail on Dec. 6. If you do not hear back from me, that means I did not receive your assignment (and/or you did not submit it correctly). |

**Assignment Overview**

Using one or more of the traits on the six trait analytical scoring guide, you will assess an authentic writing task completed by students in your field placement. You will then compare your assessment of the students’ writing to your cooperating teacher’s assessment (scores, comments, etc.) and write an analysis that addresses the differences and similarities in your assessments.

**Rationale and Purpose**

This assignment provides you with the opportunity to do the following:

* Purposefully incorporate distinct, yet overlapping, qualities of writing (six traits) into your teaching and assessment
* Practice providing accurate, specific, and constructive feedback for student writers

**Step I: Determine Authentic Writing Task and Criteria for Evaluation**

For this assignment, please review chapter 7 of your CI 317 text *Developing Readers and Writers in the Content Areas K-12* (6th ed.), as well as the Six Traits documents located in this assignment folder on Blackboard.

Discuss possibilities for assigning an authentic writing task, determining what standards and/or learning outcomes the writing task would meet, as well as the traits you would use to teach and assess the writing. Keep in mind that your CT might use criteria similar to the six traits (but call them something different) when assessing writing; try to determine how your CT’s criteria correspond with the six traits.

**Step II: Design Writing Assignment and Scoring Guide/Rubric**

Design the writing assignment and scoring guide/rubric. This may be an assignment that your CT has used before, or it may be something that you design together and use for the first time. You will need to submit the writing assignment and scoring guide/rubric to me, so please ensure that the assignment includes the following components:

* Assignment title
* Brief overview of the assignment
* Rationale for completing the assignment (answer to “Why do we have to do this?”)
* Timeline for completing the assignment (consider checkpoints for longer assignments)
* Detailed explanation of how to complete the assignment
* Detailed scoring guide or rubric (at least one of the six traits … preferably more)

My assignments for CI 318 generally follow this format.

It is possible that you will use a writing task your CT has used before, and you may not be able to make modifications that include all of these components. If that is the case, make the changes and submit the assignment to me so that I might see that you have understanding of how to communicate your expectations to students. You are welcome to submit your CT’s version of the assignment, along with yours (required), if you think that affects how students performed on the writing task. Comment upon this in your analysis.

**Step III: Teach the Six Traits; Assign the Writing Task**

If you and your CT agree, you may teach one or more lessons to prepare your students for completing the writing task. You may also decide to allow your CT to teach the lessons while you observe.

**Step IV: Collect and Assess the Writing Task**

You and your CT can determine how to assess the students’ writing. Ideally, you’ll have the opportunity to evaluate and comment upon students’ work without the benefit of your CT’s scores and comments. One possibility for making this happen is to photocopy the class set of papers. Your CT keeps the originals, and you take the copies to assess and evaluate. The following week, during class time, you might look over the papers your CT assessed and compare them to your own assessments; make detailed notes so you can easily compose your analysis. You could also make copies of your CT’s assessed papers so that you can analyze them on your own time.

**Step V: Compose your Analysis**

After you compare scores/feedback with your CT, you will write a detailed (2-3 page) analysis. Your analysis should be double-spaced and in **narrative** form and address the following points as well as any other issues you wish to discuss:

* Content standards/benchmarks addressed or assessed in the writing assignment
* How you and your CT determined which of the six traits to assess
* The differences and similarities between your and your CT’s scores (e.g., trends you noticed)
* Additional constructive, specific feedback you (and your CT) provided for students beyond the rubric or scoring guide, including examples of your comments
* Students’ performance related to specific traits (i.e., on which traits did students achieve higher scores? Lower scores? Why do you think this is? Hypothesize.)

**Analysis of Six Trait Writing Assessment Scoring Guide**

**Writing Assignment and Scoring Guide / 60 points**

* Assignment title is catchy and relevant to task
* Brief overview of the assignment clearly and concisely describes writing task
* Writing task is relevant, meaningful to content area
* Rationale for completing the assignment clearly articulates to students how this assignment is both relevant and authentic
* Timeline for completing the assignment provides guidance (and even checkpoints or deadlines) for completing various components of the writing task (e.g., brainstorming, drafting, peer review, polishing, publication)
* Detailed explanation of *how* to complete the assignment provides prompts and explanations for completing various elements of the writing task (can be combined with timeline)
* Detailed scoring guide or rubric articulates criteria for evaluation, including at least one of the six traits, as well as point values for each element of the assignment
* No errors in grammar, punctuation, spelling, and mechanics

**Analysis / 90 points**

**Ideas/Content / 40 pts.**

* Relevant, telling, fresh details go beyond the obvious
* Readers’ questions are anticipated and answered
  + Content standards/benchmarks addressed or assessed in the writing assignment
  + How you and your CT determined which of the six traits to assess
  + The differences and similarities between your and your CT’s scores
  + Additional constructive, specific feedback you (and your CT) provided for students beyond the rubric or scoring guide, including examples of your comments
  + Students’ performance related to specific traits

**Organization / 20 pts.**

* Sequencing is logical and effective
* An inviting introduction draws the reader in; a satisfying conclusion provides sense of closure
* Writer knows when to elaborate and when to move on

**Voice, Word Choice, and Sentence Fluency / 20 pts.**

* Writer connects with audience and demonstrates strong commitment to topic
* Language is specific and accurate, enhancing and clarifying meaning
* Sentences vary in length and structure; writing has rhythm

**Conventions / 10 pts.**

* Few or no errors in spelling, punctuation, grammar or usage
* Existing errors do not affect meaning

**TOTAL**  **/ 150 points**